

CONTENT STANDARDS
Grade 8: U.S. and South Carolina Studies

I. Time, Continuity, and Change: History	II. Power, Authority, & Governance: Government/Political Science	III. People, Places, and Environments: Geography	IV. Production, Distribution, and Consumption: Economics
<p>8.1 The learner will demonstrate an understanding of history of South Carolina and the United States from the earliest human settlements through Populism (ca. 1900). The student should be able to</p> <p>8.1.1 discuss the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups and</p> <p>8.1.2 identify cultural expressions of life in South Carolina and the United States during this period.</p> <p>8.2 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Exploration through the Revolutionary War. The student should be able to</p> <p>8.2.1 explain the influence of physical geography on South Carolina history;</p> <p>8.2.2 describe life in the Americas before the arrival of Europeans and Africans and the consequences of first contact;</p> <p>8.2.3 compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions;</p> <p>8.2.4 explain ways in which South Carolina and other colonies addressed the labor shortage, including slavery;</p> <p>8.2.5 describe the political and social divergence of South Carolinians and other Anglo-American colonists from</p>	<p>8.6 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to</p> <p>8.6.1 compare and contrast the central ideas of South Carolina and United States constitutional governments;</p> <p>8.6.2 identify and explain historical, geographic, social, and economic factors that have helped shape American democracy;</p> <p>8.6.3 summarize the importance of shared political values and principles to American democracy;</p> <p>8.6.4 explain how political parties and other associations and groups provide opportunities for participation in the political process; and</p> <p>8.6.5 describe how public policy is formed and carried out at the local, state, and national levels.</p> <p>8.7 The learner will demonstrate an understanding of the role of the citizen in American democracy, including personal and civic rights and responsibilities. The student should be able to</p>	<p>8.8 The learner will demonstrate an understanding of South Carolina and the United States in spatial terms. The student should be able to</p> <p>8.8.1 make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States;</p> <p>8.8.2 describe and locate physical characteristics such as landforms, drainage patterns, climate regions, and the natural resources in South Carolina and the United States;</p> <p>8.8.3 explain how people interacted with their physical environment to create distinctive regions in South Carolina and the United States;</p> <p>8.8.4 describe the geographic patterns and types of migrations as they affect ecosystems and natural resources, settlement, economic development, and population change in South Carolina and the United States; and</p> <p>8.8.5 describe the role of technology development in shaping the</p>	<p>8.9 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy in the context of South Carolina and United States studies. The student should be able to</p> <p>8.9.1 describe division of labor,</p> <p>8.9.2 explain how free enterprise provides the goods and services consumers want,</p> <p>8.9.3 explain how income is derived from the products of labor, and</p> <p>8.9.4 compare different production methods and illustrate how productivity is affected by technological change.</p> <p>8.10 The learner will demonstrate an understanding of the various economic institutions vital to a market economy in South Carolina and the United States. The student should be able to</p> <p>8.10.1 provide examples of the basic institutions of capitalism: private property, free enterprise, competition, and profit;</p> <p>8.10.2 explain the borrowing and lending functions of banks; and</p> <p>8.10.3 explain collective</p>

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<p>England; and</p> <p>8.2.5 Examine the causes and course of the American Revolution and the contributions of South Carolinians.</p> <p>8.3 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from birth of the nation up to the Civil War. The student should be able to</p> <p>8.3.1 discuss the antecedents to the Constitution, the Constitutional Convention, and arguments over ratification;</p> <p>8.3.2 identify the major domestic and foreign issues of the early presidential administrations through the War of 1812;</p> <p>8.3.3 describe political developments and key figures from the Era of Good Feelings through the Antebellum Period;</p> <p>8.3.4 discuss the development of nationalism at home and in foreign affairs;</p> <p>8.3.5 describe the revolutions in energy, manufacturing, and transportation and their spatial distribution;</p> <p>8.3.6 compare and contrast the Northern industrial system with the Southern agrarian society;</p> <p>8.3.7 discuss the various reform movements prior to the Civil War;</p> <p>8.3.8 describe the emergence of an American culture and literature;</p> <p>8.3.9 discuss westward expansion and the sectional tensions that developed, including the rising opposition to slavery; and</p> <p>8.3.10 describe U.S. relations with Native Americans, including Indian removal.</p>	<p>8.7.1 explain the meaning of citizenship in the United States and describe how one becomes a citizen;</p> <p>8.7.2 differentiate between personal, political, and economic rights;</p> <p>8.7.3 explain the importance of personal responsibilities and civic responsibilities in the operation of a democracy;</p> <p>8.7.4 identify the factors that enhance the effectiveness of citizens and promote the functioning of American constitutional democracy;</p> <p>8.7.5 describe the means by which Americans can monitor and influence politics and governments;</p> <p>8.7.6 justify the importance of political leadership and public service in a constitutional democracy; and</p> <p>8.7.7 explain the struggles for equity in the political arena that affected African Americans, women, and other ethnic and religious groups.</p>	<p>characteristics of economic, cultural, and political regions in South Carolina and the United States.</p>	<p>bargaining and the role of labor unions nationally.</p> <p>8.11 The learner will demonstrate an understanding of the state and national economy and economic policies. The student should be able to</p> <p>8.11.1 describe inflation and recession and their effects on the value of money;</p> <p>8.11.2 describe the effect of budgetary and monetary policies on the economy; and</p> <p>8.11.3 identify the principal sources of income and expenditures of federal, state, and local government.</p>

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<p>8.4 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Civil War through Reconstruction. The student should be able to</p> <p>8.4.1 identify the series of events leading to the election of Lincoln and the outbreak of Civil War,</p> <p>8.4.2 describe the causes and course of the Civil War and its effects on the American people, and</p> <p>8.4.3 identify the stages, characteristics, and key figures of the Reconstruction era.</p> <p>8.5 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Reconstruction through Populism (ca. 1900). The student should be able to</p> <p>8.5.1 discuss American industrialization and its impact on the economy, society, culture, and public policy;</p> <p>8.5.2 describe immigration, migration and urban life in America;</p> <p>8.5.3 describe the major issues, events and figures of the Women’s Suffrage Movement in the late nineteenth century;</p> <p>8.5.4 discuss the end of the frontier and the decimation of Native American culture;</p> <p>8.5.6 describe the economic crisis in agriculture and the emergence of Populism in South Carolina and the United States; and</p> <p>8.5.7 discuss American imperialism.</p>			

The standards are written for South Carolina and United States Studies from earliest times to the era of Populism. Individual districts may determine the scope of the course.